4:Grajdanzev--167 [2] S-4 (no date) 1942 Formosans
116. 563. 873. 177.87 Japan
636.87

"A further important test of any system of education is the number of students in secondary schools and in universities. As was mentioned, literacy is a necessity under modern conditions, even in the colonies. But to give a secondary education and especially a university education to the colonial peoples en masse is quite a different proposition. On April 1, 1939, there were 5,125 Japanese and 4,117 Chinese in the Taiwan secondary schools for boys. It will be recalled that the number of Chinese on the island is almost twenty times as great as the number of Japanese, and the proportion between the children of the two groups is even greater. In the girls' secondary schools the situation is even less favorable to the Chinese—5,312 Japanese pupils as compared with only 2,541 Chinese (1939)."

4:Grajdanzev--168 S-4 (no date) 1942 Formosans
116, 563, 873

"The fact that in 1936, for example, there were 5,576 applications for entrance to secondary schools, but only 1,622 boys were admitted (29.1 per cent of the applicants) and most of those were Japanese shows that there is an ardent desire to study on the part of Taiwanese youth. In 1936 there were 985 Japanese students and 384 Chinese in the teachers' colleges (which prepare teachers for the Chinese schools)."

4:Grajdanzev--168 [2] S-4 (no date) 1942 Formosans
116, 563, 658, 873

"In discussing the public finances of Taiwan, it was noted that the expenditures on the only university in Taiwan. which is in Taihoku, cannot be considered as expenditures purely for the education of the Chinese population. In 1939 there were 192 Japanese and 90 Chinese students in this university."

4:Grajdanzev--168-169 S-4 (no date) 1942 Formosans -1-2
116, 177, 563, 873

"It may be thought that the figures of students in secondary schools and colleges[see table on page 168, category 116--analyst] are not complete because they do not include those who are studying in schools and colleges in Japan proper. It is quite natural that those who have the means prefer to send their children to Japan to get their education at the centre of the Empire. We know that many Japanese from Taiwan are studying in Japan; probably their number far [169] exceeds the number of those who study in Taiwan, but unfortunately, we have no statistics. However, we have complete statistics of the Chinese from Taiwan who are students of Japanese colleges and universities. In 1936 there were in Japan 1,113 Chinese pupils from Taiwan in secondary schools of all types and 952 students in colleges and universities. These students studied: law 204 persons, medicine 507 persons, literature 27 persons, political science and economics 66 persons, commerce 71 persons, music 3 persons, art 7 persons, religion 6 persons, housekeeping 13 persons, physical culture 3 persons, all other subjects 45 persons, or a total of 952 persons.

These figures reflect the views of the students as to their future chances in life. The corresponding figures for the university in Taiwan are not so instructive because there the choice is very limited, while in Japanese they may choose in accordance with their future plans. The great majority of the students select courses leading to liberal professions—law, medicine, etc. They do this because they know that all other roads in

Taiwan are closed to them. These figures show also that the inclusion of those who study in Japan in the number of pupils and students in Taiwan does not materially change the picture."

15: U.S. Navy--22 [3] (no date) 1944 Formosans
116, 208, 609, 873, 177.20 Japanese
636.20

"The general population knows little of the outside world. The United Nations have individually and consistently been placed in an unfavorable light by the Japanese press, radio and educational policies. However, the Formosans who have reached the Middle and Higher Schools and those who have studied in Japan Proper, where they have had access to more evidence of American standards of living and national character, uniformly seem to admire the United States and what they understand of its liberal policies. The record of America's administration in the Philippines has made a considerable impression on educated Formosans. A few Formosans have received their higher education in America colleges and universities. For some years now they have been subject to strict surveillance."

15: U.S. Navy--25 [6]. (no date) 1944 Formosans
116, 191, 873, 177.87 Japanese
636.87

"There are 7,306 'National Language Training Schools' (Kokugo-koshusho) which exist for the purpose of teaching Japanese to adults. According to statistics as of March, 1938, the number of schools and students was as follows:

Table 21: Number of Language Schools and Students

	Number	Pupils	Annual Cost
Elementary training schools.....	3,454	34,865	¥1,576,975
Training schools.....	3,852	257,277	---
	7,306	292,142	

According to the Taiwan Government General, Bureau of Education, in 1939 the number of institutes remains the same, although the pupils now number 470,000."

15: U.S. Navy --26
116, 873, 177.87
636.87

(no date) 1944

Formosans
Japanese

"Texts used in the training schools are published especially for the purpose by the Taiwan Educational Association. The language used is extremely simple and few Chinese characters are introduced. The subject matter includes lessons on Japanese etiquette, polite phrases, Japanese holidays, and shrine worship, as well as consideration of Formosan village and rural daily life."

15: U.S. Navy--26 [4] (no date) 1944 Formosans
116, 198, 873, 177.19 Japanese
636.19

"English has been taught in the private mission schools and in the government schools for many years. It has been a compulsory subject in all middle and higher Schools, i.e., affecting the student age-group from 13 years upward. Pidgin English is not generally known; those who speak it will be found among the clerks and compradores who have worked for foreign firms.

The Imperial University at Taihoku, the High School at Taihoku and the Higher Commercial Colleges at Taihoku and Takao have trained small numbers of Japanese and Formosan students in Malay, Dutch, German, Thai, French, and two dialects of Chinese."

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872 In the academic year of 1954-55, there were 1,350 primary schools in Formosa, with 22,025 classes and an enrollment of 1,113,438 students. The teaching staff numbered 27,944. Percentage of attendance averaged 90.83 with 95.95 the average for boys and 85.32 for girls.[5] From this percentage, it may be inferred that compulsory education is not necessarily enforced. It is possible that some families are too poor to send children to school, and the children are needed at home to supplement the family income. Since most of the schools do not have bus transportation for children, those who live too far away to walk to school may be unable to attend.

B. Secondary Education

873 Three types of secondary schools may be noted, namely, academic middle schools (called middle schools throughout this study), vocational schools, and normal schools (for teacher-training).

1. Middle schools Academic middle schools are divided into those that have both junior and senior divisions and those that have only the junior division. Generally, each division requires three years of study in which Chinese, English, mathematics, physics, chemistry, biology, physiology, hygiene, geography, history, civics, and manual work are taught. Military training is required of senior middle school boys (girls take nursing instead),

5. Provincial Dept. of Education, T'ai-wan-sheng Chiao-yu T'ung-chi 1954-55 School Year [Statistics of Education in Taiwan Province], [cont'd.]

and scout training is given to all junior middle-school students. (This subject is further discussed in the section on "The Role of Government" below.) Stress is placed upon the study of the Chinese and English languages; in fact, these two courses take up one-third of the weekly teaching hours. Mathematics, natural sciences, and military training or scout training each takes one-tenth of the total week-hours. Since 1950, some schools have adopted, on an experimental basis, the so-called 4-2 system--four years in the junior division and 2 years in the senior division. It was recommended that the traditional 3-3 system be adjusted to a 4-2 system so that those pupils who could not afford to go through the whole period of six years might stop at the end of the fourth year. Repetition of junior-division courses in the senior division is avoided. The system has the advantage of giving general courses in the first four years, while in the last two years students are grouped into arts and science majors for concentrated study.

In the academic year 1954-55, there were 137 middle schools in operation, 82 of which had both senior and junior divisions. Enrollment reached 125,203, with 24,198 in senior divisions and 101,005 in junior divisions. Less than one-third of the primary-school graduates entered junior middle schools; 42,053 students enter junior middle schools in the autumn of 1954; although there were 141,384 graduates from primary schools in the summer of [6]

[5. continued] Taipei, 1955, Tables 1-4, p. 69.

6. Statistics in this paragraph are from Provincial Department of Education, op. cit., Tables 32, 44, and 76.

873 the same year. Traditionally, the highest graduates from primary schools enter public academic middle schools; the less able graduates enter vocational schools. With a few exceptions, a nominal tuition fee is paid in secondary schools. Tuition at private universities is expensive by Formosan standards.

874 2. Vocational Education Vocational schools give youth the necessary training in production techniques and practical knowledge to earn a living, with emphasis on the "patriotic nature of all endeavor." There were, in the 1954-55 school year, 91 vocational schools, which included 41 agricultural schools, 18 engineering, 18 commercial schools, 3 maritime schools, 8 schools of home economics, and 3 nursing schools. All have junior and senior divisions with the exception of nursing schools, which have only a senior division. Students enrolled in the same period numbered 52,830, of which 17,823 were in the senior division and 35,007 in the junior division.

To emphasize the practical aspects of vocational education, the Ministry Education in October 1954 called a conference of educators with leaders in agriculture, industry, commerce, and medicine to discuss problems and techniques of developing teamwork between schools and employers. Although no concrete program was adopted, individual schools are making efforts to increase field practice to give their students practical experience. However, it is reported that many factories and enterprises are reluctant to make their facilities available to students.[7]

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7. Provincial Dept. of Education, Vocational-Industrial Education in Taiwan, Taipei, 1953, p. 6.

45: Stanford U. S-4, 5 1956 AD1 Formosa AD1

(Table faces p. 181.)

Institutions of Higher Education

Autumn 1956*

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Name of Institution	Location	Enrollment	Number of Faculty
National Taiwan University	Taipei	4,797	1,583
Graduate School, National Political University	Near Taipei	84	30
Provincial Normal University	Taipei	1,429	329
Provincial College of Agriculture	Taichung	941	202
Provincial College of Technology	Tainan	1,284	202
Christian Tunghai University	Near Taichung	890	—
Provincial College of Law and Commerce	Taipei	1,583	126
Law School of Soochow University	Taipei	480	49
Tunhsing English College	Tunshui	821	86
Taiwan Medical College	Kaohsiung	81	14
Provincial Maritime Junior College	Keelung	326	76
Provincial Junior College of Agriculture	Pingtung	180	41
Provincial Junior College of Technology	Taipei	1,553	353
Provincial Junior College of Nursing	Taipei	83	23

*Enrollment and size of faculty are for academic year 1954-55; statistics, with the exception of Christian Tunghai University, are from the Provincial Department of Education, T'ai-wan-sheng Chiao-yü T'ung-chi /Statistics of Education in Taiwan Province, 1954-55, Taipei, 1956, Tables 2 and 8. The figure for Christian Tunghai University is from The Asian Student, November 3, 1956. Number of faculty not available.

[facing p. 180]

874 Four Books[10] and training of students in farming as well as in handicrafts are emphasized, so that they will in turn be able to instruct children in such matters.

C. Higher Education

873 After 12 years of primary and secondary education, students may take a competitive examination for entrance to institutions of higher learning. In the autumn of 1955, approxi mately 2,300 freshmen entered colleges and universities although some 12,000 students sat for the examination. There are 14 institutions of higher learning, with an enrollment of about 14,000. Location, enrollment, and size of faculty for these instutions are given in the following table.

10. The Great Learning, The Doctrine of the Mean, Confucian Analects, and the Works of Mencius, all pertaining to Confucian philosophy and moral principles.

813 More than half of these institutions are located in or near Taipei. Indeed, Taipei is the most important educational center of the island.

In addition to concentration in specialized fields, all students are required to take four courses in common before graduation, namely, courses in modern Chinese history, the Three Peoples' Principles, the history of Soviet encroachment upon China, and world organization and current conditions. Since October 1954, military training in the school as well as upon graduation is required of all male college students (girls are required to take courses in nursing). Conferring of a degree is conditional upon completion of the training.

Educational facilities and opportunities are being continually expanded and improved, but they are still far short of the demand for higher education. Through co-operation of some American universities and the sponsorship of the American Mutual Security Mission to China, educational systems and teaching methods are being revised and educational facilities are being improved.

814 D. Graduate Education and Research Facilities

The National Taiwan Universirty, the National Political University, and the Provincial Normal University have graduate divisions where students complete a two-year course. Upon successful passing of an examination and the completion of a thesis, the Master's degree is conferred upon the graduate.

In National Taiwan University there are 13 graduate divisions, one in the College of Law, another in the College of Arts, and the remainder

The promotion of a national consciousness, the improvement of public sanitation, and the furtherance of co-operation between the armed forces and the people. The main objective of such a program is the training of those people who have missed opportunities to attend schools. They are trained in one or several of the following fields:

1. Languages -- overwhelmingly Mandarin, with English to a considerable extent.
2. Citizenship -- cultivation of national spirit and promotion of traditional moral principles.
3. Vocation -- accounting, typewriting, drawing, auto mechanics, radio and telecommunication, handicraft, etc.
4. Arts -- drama, music, writing, etc.
5. Sciences -- physics, chemistry, and biology.
6. Health -- physical education and sanitation.

Local schools and private educational organizations participate in the educational program. All the primary schools on the island have "mass continuation classes" where Mandarin and citizenship are taught. In some instances, attendance by the underprivileged is made compulsory.[12]

12. Chung-kuo Chiao-yü Hsüeh-shu Yü Wen-hua 1954 [Education, Learning, and Culture in China], Taipei, Education and Culture, Inc., 1955, p. 47.

873 In 1954, there were 23 provincial and private vocational schools which provided teaching staffs and facilities for some 10,000 people, mostly factory workers and farmers, and gave classes in vocational education for periods ranging from 2 to 12 months. In the same year, there were also 418 vocational classes, most of private organization, of which 213 taught the fundamentals of tailoring, 39 taught English, 30 taught typewriting, and 30 accounting.

Active promotion of social education by the government is worthy of mention. The provincial Department of Education has built four social education halls in Hsinchu, Changhua, Tainan, and Taitung, which are used for counseling and teaching in all fields of social education. These education halls are often used for concerts, movies, and social meetings of various kinds. Audio-visual aids are now widely used in teaching, and local governments are ordered to set aside a certain portion of their budgets for this purpose. A radio network for educational purposes, reaching the entire island, is now in operation. (See chapter on Propaganda and Public Information.)

217 With the exception of those located in various schools, the following are the most important libraries and museums on the island: The National Central Library with 120,000 volumes, located at the Botanic Garden, Taipei; two provincial libraries, at Taipei and Taichung, and 15 hsien and municipal libraries at Taipei, Tainan, Kaohsiung, Keelung, Hsinchu, Yilan, Taoyuan, Taichung, Changhua, Chiayi, Pingtung, Hualien, Penghu, Miaoli, and Nantou. These seventeen

1:Gallin E-4,5 (1957-1958) 1966
AD5 Taiwan Hokkien AD5
Taiwan AD6
Formosa AD1

to as such. Taiwanese, also called Min-nan *hua*, is a Fukienese language like Amoy. It is spoken by the majority of the people of Taiwan, and, although it is spoken with different accents, the speakers of the different variants can understand each other. The accents vary according to the place of origin of the speaker's ancestors. Regional differences have developed in Taiwan as well, so that the accent of the coastal area where Hsin Hsing is located differs from the accents of Taichung or the mountains.

Hakka, another Chinese language, is spoken by the Hakka people (*k'o jen*, "guest people") who originated in Kwangtung province on the mainland. Because of the minority position of the Hakka in Taiwan, they have often had to learn Taiwanese, although Min-nan speakers seldom learn Hakka. The Hsin Hsing village area has no Hakka speakers, and there has been little or no reason for the people of the region to learn Hakka. They are, however, well aware of the Hakka people and of the differences between their languages.

Mandarin, the third Chinese language, is now the official language of the government, replacing Japanese. Japanese first became important in Taiwan through the school system developed by the former rulers. In the 1920's the Japanese government began to augment Taiwan's school system, and "by 1943, 70 percent of Taiwanese children of legal school age were attending some sort of school" (Barclay, 1954b:68n). A limited number of Taiwanese children, usually those whose parents had some status, attended a special primary school system set up by the colonial government for the Japanese children on the island. Classes in these schools were conducted in Japanese. Most children, however, attended the public primary schools whose classes were "conducted in the local dialect" although the children "were required to learn to read in Japanese" (Riggs, 1952:138). All secondary schools and colleges conducted classes "exclusively in Japanese" (Riggs, 1952:138).

In the rural area some children from wealthy landed families attended school beyond the primary level. Because of their education, they were given official jobs under the Japanese regime and mainly spoke Japanese. Today, these men, like a great many urbanites educated under the Japanese, still speak fluent Japanese. The same men now are working for the Mandarin-speaking Nationalist regime and so usually speak Mandarin. They have rarely had the opportunity to use their native Taiwanese and are often chided for speaking their own language very badly.

Most of the rural people though, who did attend public school, usually did not go beyond the primary school level. Many villagers, and almost all rural women, attended school irregularly or not at all. Among all these villagers then, many learned no more than a few

36: Rowe S-4 (no date) 1955 AF1 China AF1
Formosa ADJ

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Education

Free primary school education is now available to everyone, and the average number of children attending school is 80 percent. (The Japanese had restricted the education of the Taiwanese, with few exceptions, to a certain level and to certain schools). All Taiwanese are free to attend any school or college.

In 1950, there were 121 middle schools in Taiwan. Of these 34 were provincial schools, 74 established by *hsien* or municipalities, and 13 private schools. In 1950, there were eight normal schools, as compared to three on V-J Day, several vocational schools, and six institutions of higher learning, including a national university with a total enrollment of 6573 students.

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Since most of the institutions of higher learning are run by the government with a view to keeping costs down, a Taiwanese may obtain a high school or college education with only a small outlay of money. However, the demand for education far exceeds the opportunities because educational facilities are still in short supply. Thus the schools are overcrowded and competition for admission to them is keen. Education remains a major unsolved problem.

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Evaluation of Nationalist Achievements

The Taiwanese economy today supports a considerably larger population than in the past. It also supports an army, which though it has itself cultivated land and increased other types of production in an attempt to provide in part for its own consumption, still creates a heavy drain upon the government treasury. By Western standards government employees are poorly paid; an army officer, for example, earns less than a storekeeper or peddler. The cost of living remains high in relation to average income, despite the fact that the currency is more stable than it has been for over a decade. There is some unemployment (though no beggars).

In general, however, the island's postwar record of internal peace, order, and achievement is impressive. The police force and local administration are efficient and reasonably free from corruption. Crime is at a low level. For the first time in many centuries, the government has taken an accurate census. The government gives every evidence of sincerely respecting the wishes and opinions of the people. To be sure, a permit is required for entering and leaving the island, and all residents carry identification cards. Some would attribute such measures to an oversealous secret police, but the alleged reason for them, military security, appears to be the real one. It must be remembered that a government constantly on the defensive against a merciless enemy, must take extensive precautions. The important point is that despite these precautions, and the presence of five hundred thousand exiled troops on the island, the Taiwanese who keeps within the law is not likely to be deprived of life, liberty, or property. This is rather confirmed than disproved by the considerable amount of grumbling in which they indulge. At any Taiwanese newsstand one may purchase magazines and papers critical of the existing regime as well as those favorable to it, and there are no restrictions on listening in on the short-wave radio. There is, on the other hand, no mercy shown genuine political offenders. The Communists employ every method in the book in their attempt to recruit Taiwanese, including blackmail and threats of harm to relatives on the mainland. The Communist slogan, familiar to everyone on the mainland, is: "We will use blood to wash Taiwan clean!" The secret police in Taiwan have good reason, therefore, to keep on the alert, and the government good reason to mete out swift justice to the proven spy or traitor. It is the general opinion

52:Steiner S-4 (no date)1951
AF1 China
FORMOSA AD1

871 ently. Besides, the key educational personnel was composed mostly of Japa-
177 nese. To fill their vacated posts with
197 competent indigenous educators is a time-consuming process.

872 A review of existing educational regulations indicates a policy to extend equal opportunity for free education to all the people, beginning with primary education and gradually extending to junior high school level. Of children in primary schools, 79.08 per cent were being given free education as of Septembe 1949, in contrast to 71 per cent during
873 the pre-Nationalist period. Under the Japanese, higher education for Taiwanese youths was discouraged by means of admission technicalities. This restriction has since been removed. Government scholarships are available to deserving youths with inadequate financial means. The current problem is to provide additional facilities to relieve congestion in secondary and higher institutions of learning. It has been made more acute by the influx of some 100,000 refugee students from the mainland.[44]

871 The over-all Nationalist objective in education is to implement the political, economic, and social policies of the National Government. To meet the current emergency, a series of regulations have been adopted to "establish a central thought," "to strengthen Nationalist concepts," "to carry out reconstruction and defeat Communism," and to link education with various extension programs.[45]

The "central thought" policy revolves around Dr. Sun Yat-sen's *San-min*

[44] Data in this paragraph drawn from *Taiwan Reconstruction**, cited note 12 *supra*, Vol. 1, pp. 83–146; *Taiwan Today*, cited note 11 *supra*, pp. 147–48; *The Administration of Planned Education**, cited note 43 *supra*, p. 7.

[45] "Educational Program of Taiwan during Emergency Period"* (text appears in *Taiwan Reconstruction**, Vol. 1, pp. 84–88).

[F. 220 (2)]